

TYA Tour
The University of Central Florida
TPP 6216C, Section 0001
Spring 2021

Instructor: Elizabeth Brendel Horn

Meeting Times: Wednesdays 1pm – 2:20pm (see schedule notes)

Class Location: Zoom ID 997 6249 0609

Course Credit Hours: 3

Virtual Office Location: Zoom ID 814 905 6954

Office Hours: By appointment at <https://officehourswithliz.setmore.com>

Email: Elizabeth.Horn@ucf.edu

Phone: 770-769-2442

This syllabus is subject to change at the instructor's discretion. Any changes will be communicated in a timely manner.

Course Description:

Performance, administration, or technical work on a touring production for young audiences.

Course Prerequisites:

Admittance into the graduate program in Theatre or C.I.

Course Goal/Objectives:

During this course, students will:

- Explore the role of touring productions in the field of Theatre for Young Audiences, considering topics such as: organizational models; logistical challenges; script limitations; access, diversity, and inclusion; censorship and gatekeepers; economics; community engagement; audience participation; and educational opportunities.
- Participate, in a leadership position, in the realization of a TYA touring production, including accompanying community engagement and educational programming.
- Imagine the touring possibilities of existing scripts in the TYA canon or applicable to the field, examining the challenges, possible solutions, and opportunities presented in the touring structure.

This course holds a rigorous standard for attendance, communication, adherence to deadlines, and student engagement with the objective of preparing students for professional careers in the arts.

Texts Studied:

This course does not have a required textbook. Our primary text will be our performance text, *The Grumpiest Boy in the Word* by Finegan Kruckemeyer. Students will independently select supplemental plays to read in class, subject to the approval of the course instructor.

Class Expenses:

The unique nature of this class may require additional materials to be purchased for this class, such as office supplies, art supplies, and t-shirts. Additionally, this class will require travel to and from our performance locations, at the student's own expense.

Webcourses:

Webcourses is an online course management system (accessed through my.ucf.edu and then the "Online Course Tools" tab) which will be used as a medium for turning in assignments. My recommendation is to check Webcourses every 2-3 days for updates from your teammates or myself.

Communication:

You will be expected to have daily access to the internet and email, since I will be emailing you about assignment updates, additions and changes. All students at UCF are required to obtain a Knight's Email account and check it regularly for official university communications. If you do not own a computer, there are computer accessible to you in all UCF's computer labs, and most computer labs have computers connected to the internet.

Attendance Policy:

1. Repeated unexcused absences or tardies may result in as much as a 10-point deduction in the student's final grade.
2. Excused absences may include: illness with a doctor's note, a death in the family, a University-sanctioned event, a religious holiday, or at the instructor's discretion. I require written explanations of all excused absences, which will be accepted at my discretion. Please refer to the University handbook regarding timely communication of prearranged absences.
3. Students may only make up in-class assignments if the absence was excused by the instructor. You are responsible for obtaining any missed information from a peer. I will not discuss missed material.

Notes on Work Quality:

This class requires high quality written work and professional standards of communication in all areas. All written assignments are to be typed in 12-point font, double-spaced, Times New Roman, and formatted according to the latest addition of the MLA handbook. Assignments should be proofread and professional in appearance. As always, you are required to give credit where credit is due (this includes Internet sources). Substandard work may receive an automatic zero.

Participation:

1. Class participation is mandatory and anything less than optimal participation may result in as much as a 10-point deduction in your final grade. Attendance is more than just physically showing up – you must mentally show up as well. Students must be fully prepared: you should have read the homework assignment(s), made notes to ask questions or make comments during class discussions, and should have all necessary supplies. Anything less is unacceptable and may result in you being asked to leave and receiving an unexcused absence. Please see the end of this syllabus for suggestions on preparing discussion notes.
2. The use of cell phones, surfing the web or checking social media, and checking email is not allowed during class time without the instructor's permission.
3. Class work may include physical movement and class presentations. Please see me if this is cause for concern.
5. In order to achieve and maintain a safe space, class discussions must be held in a respectful and professional manner. This means we are accepting of all thoughts and opinions, even if they

differ from our own, and refrain from sarcasm, put downs, foul language, discrimination, etc. In this class, we are all coming to the table with multiple voices of equal value, which will lead to a richer discussion.

6. Full participation in your assigned role within the production of *The Grumpiest Boy in the World* is mandatory. This may include evening/weekend rehearsals and meetings. All students are required at all performances from load-in to load-out. Barring the most extreme of circumstances, anything less than 100% attendance will result in the failure of this course.

Active Learning:

Our collective learning experience will be dependent upon critical thinking, collaboration, and student engagement through an instructional strategy known as Active Learning. The UCF Faculty Center for Teaching and Learning defines Active Learning as “a student-centered model that allows students to experiment with ideas, to develop concepts, and to integrate concepts into systems.” Examples of active learning in our class might include engagement in group discussions, small group work, peer review, presentations, student-led facilitation, and experiential sharing. Collectively, we will strive for a collaborative environment that is collegial, where each voice is equally valued and respected; that is student-driven and problem-centered; and one in which we are all actively engaged in the learning process. If anyone believes that the design of this course poses barriers to effectively engaging in active learning, please meet with me to discuss reasonable options and adjustments. You are welcome to talk with me at any point in the semester about your concerns related to active learning. For more information about Active Learning at UCF, please visit:

<http://www.fctl.ucf.edu/TeachingandLearningResources/InstructionalStrategies/content/ActiveLearningGuidelines.pdf>

Integrative-Learning Experience Designation Statement:

TPP 6216C is designated as an Integrative-Learning Experience (IE) course. This designation will be noted on your transcripts. Integrative-Learning Experience (IE) courses offer students a chance to explore integrative pathways that connect the core knowledge and skills of their major to real-world professional and civic contexts. Students work closely with their professors and peers to develop, reflect on, and articulate their goals. Although many courses include aspects of integrative-learning, to be designated an IE course integrative-learning content must be central rather than peripheral to the syllabus. For questions concerning Integrative Learning, please contact the Quality Enhancement Plan at QEP@ucf.edu.

Late Work and Incompletes:

Late work will only be accepted under the most extreme of emergencies and at the instructor’s discretion. Incomplete work will receive an automatic zero. Please see me if you are struggling to keep up.

Disclaimer:

Studying theatre inherently opens up a wide variety of topics. Please see me if you have any concerns about class materials and we will discuss possibilities for an alternative assignment.

Academic Misconduct:

As reflected in the UCF creed, integrity and scholarship are core values that should guide our conduct and decisions as members of the UCF community. Plagiarism and cheating contradict these values, and so are very serious academic offenses. Penalties can include a failing grade in an assignment or in the course, or suspension or expulsion from the university. Students are expected to familiarize themselves with and follow the University’s Rules of Conduct (see <http://www.osc.sdes.ucf.edu/>).

Many incidents of plagiarism result from students' lack of understanding about what constitutes plagiarism. However, you are expected to familiarize yourself with UCF's policy on plagiarism. All work you submit must be your own scholarly and creative efforts. UCF's Golden Rule defines plagiarism as follows: "**whereby another's work is used or appropriated without any indication of the source, thereby attempting to convey the impression that such work is the student's own.**"

Students with Disabilities:

It is my goal that this class be an accessible and welcoming experience for all students, including those with disabilities that may impact learning in this class. If anyone believes the design of this course poses barriers to effectively participating and/or demonstrating learning in this course, please meet with me (with or without a Student Accessibility Services (SAS) accommodation letter) to discuss reasonable options or adjustments. During our discussion, I may suggest the possibility/necessity of your contacting SAS (Ferrell Commons 185; 407-823-2371; sas@ucf.edu) to talk about academic accommodations. You are welcome to talk to me at any point in the semester about course design concerns, but it is always best if we can talk at least one week prior to the need for any modifications.

Diversity and Inclusion:

The University of Central Florida considers the diversity of its students, faculty, and staff to be a strength and critical to its educational mission. UCF expects every member of the university community to contribute to an inclusive and respectful culture for all in its classrooms, work environments, and at campus events. Dimensions of diversity can include sex, race, age, national origin, ethnicity, gender identity and expression, intellectual and physical ability, sexual orientation, income, faith and non-faith perspectives, socio-economic class, political ideology, education, primary language, family status, military experience, cognitive style, and communication style. The individual intersection of these experiences and characteristics must be valued in our community.

Student Activity:

As of Fall 2014, all faculty members at The University of Central Florida are required to document students' academic activity at the beginning of each course. Your attendance will be monitored closely.

Theatre UCF Standards: It is the intent of the Theatre department administration faculty and to provide a clear and simple set of policies that guide rehearsals and classrooms to insure a safe and comfortable space for learning. These guidelines are based on the Chicago Theatre Standards and have been adapted for the University of Central Florida. These standards will be in effect for all learning environments under the auspices of the UCF Theatre program, to include classes and rehearsals. Providing a safe and welcoming environment is intrinsic to learning. "Arts environments require risk, courage, vulnerability, and investment of our physical, emotional and intellectual selves. We seek to nurture spaces with strong safety nets that support that ethos without compromising a visceral and authentic experience for artists and audiences in our learning environment and for our artists and audiences.

Required Statement Regarding COVID-19

University-Wide Face Covering Policy for Common Spaces and Face-to-Face Classes

To protect members of our community, everyone is required to wear a facial covering inside all common spaces including classrooms (<https://policies.ucf.edu/documents/PolicyEmergencyCOVIDReturnPolicy.pdf> Links to an external site.). Students who choose not to wear facial coverings will be asked to leave the classroom by the instructor. If they refuse to leave the classroom or put on a facial covering, they may be considered disruptive (please see the Golden Rule Links to an external site. for student behavior expectations). Faculty have the right to cancel class if the safety and well-being of class members are in jeopardy. Students will be responsible for the material that would have been covered in class as provided by the instructor.

Notifications in Case of Changes to Course Modality

Depending on the course of the pandemic during the semester, the university may make changes to the way classes are offered. If that happens, please look for announcements or messages in Webcourses@UCF or Knights email about changes specific to this course.

COVID-19 and Illness Notification

Students who believe they may have a COVID-19 diagnosis should contact UCF Student Health Services (407-823-2509) so proper contact tracing procedures can take place.

Students should not come to campus if they are ill, are experiencing any symptoms of COVID-19, have tested positive for COVID, or if anyone living in their residence has tested positive or is sick with COVID-19 symptoms. CDC guidance for COVID-19 symptoms is located here: (<https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html> (Links to an external site.))

Students should contact their instructor(s) as soon as possible if they miss class for any illness reason to discuss reasonable adjustments that might need to be made. When possible, students should contact their instructor(s) before missing class.

In Case of Faculty Illness

If the instructor falls ill during the semester, there may be changes to this course, including having a backup instructor take over the course. Please look for announcements or mail in Webcourses@UCF or Knights email for any alterations to this course.

Course Accessibility and Disability COVID-19 Supplemental Statement

Accommodations may need to be added or adjusted should this course shift from an on-campus to a remote format. Students with disabilities should speak with their instructor and should contact sas@ucf.edu to discuss specific accommodations for this or other courses.

Assignments and Grading:

Individual Company Member Responsibilities:

Personal Timeline/To Do List _____/10
Final Deliverables Digital Copy _____/10

Script Responses:

#1 _____/10
#2 _____/10

Reflections:

Midway Check-In Reflection _____/10
Final Reflection _____/10

Grumpiest Boy Participation: _____/40

TOTAL POINTS _____/100

*There is no extra credit in this course.
Final grades are calculated as follows:

A	100-94	B-	83.9-80	D+	69.9-67
A-	93.9-90	C+	79.9-77	D	66.9-64
B+	89.9-87	C	76.9-74	D-	63.9-61
B	86.9-84	C-	73.9-70	F	60.9-0

Syllabus and Class Schedule are subject to change. Effort will be made to notify students in advance of any changes, if necessary.

Course and Production Schedule:

Please note this class is schedule from 11:30a.m. – 2:20p.m. on Wednesdays to allot ample time for performances. Our regular class meetings will be held from 1pm – 2:20pm; you may use the first half of our scheduled meeting time for small group meetings, rehearsals, or class prep as necessary.

This class requires rehearsals and/or meetings outside of our regularly scheduled class time, and may require additional hours for transportation to and from, and loading in and/or out on performance days. Please see the *Grumpiest Boy* production calendar for specific rehearsal dates.

Performances:

UCF: March 13-14

School #1: March 24

School #2: March 31

UCFCA: Tentatively April 10th

Class Schedule

DATE	IN CLASS	ASSIGNMENTS DUE (Due ON the day listed by start of class; additional readings and assignments will be added as needed)
Week 1: 1/13	-Review syllabus -Company infrastructure -Individual responsibilities -Personal goals	
Week 2: 1/20	-Company meeting -Topic for discussion: TYA Tour in Education	Personal Timeline/To Do List (Webcourses)
Week 3: 1/27	-Company meeting -Discuss Script Response #1	Script Response #1 (Webcourses)
Week 4: 2/3	-Company meeting -Topic for discussion: Access and inclusion	
Week 5: 2/10	-Company meeting -Topic for discussion: The role of the audience	
Week 6: 2/17	-Company meeting -Discuss Midway Check-In Reflections	Midway Check-In Reflection (Webcourses)
Week 7: 2/24	-Company meeting -Topic for discussion: The role of the educator	
Week 8: 3/3	-Company meeting -Discuss Script Response #2	Script Response #2 (Webcourses)
Week 9: 3/10	-Company meeting	UCF Shows (March 13-14)
Week 10: 3/17	-Tech week check in and reflection -Review tour schedule	
Week 11: 3/24	School Performance #1	
Week 12: 3/31	School Performance #2	
Week 13: 4/7	-Reflect on school performances and prepare for UCFCA -Discuss final deliverables	UCFCA (Tentatively 4/10)
<i>Week of 4/12</i>	<i>No class (Spring Break)</i>	

Week 14: 4/21	-Discuss final reflections -Topic for discussion: Questions, wisdoms, calls to action for future classes?	Final Reflection (webcourses)
Week 15:	No synchronous session: -Submit deliverables via email or Google Drive folder to Elizabeth.horn@ucf.edu	Final Deliverables Digital Copy

Description of Assignments:

Personal Timeline/To-Do List: For your primary role within the company, create a personal calendar and to-do list of tangible goals. The format is up to you. The expectation is that this document will be fluid, and will be updated to reflect what your schedule actually looked like (along with notes of what worked well and what you would adjust were you to repeat the process) in your final deliverables. Submit via WebCourses.

Script Responses: Read two scripts that are new to you, either directly from the TYA canon or that you think might play well to a young audience. Submit a two-page response to this script. Include the title, playwright, brief synopsis, and a reflection on the “tourability” of the show: How would it lend itself to touring regarding casting, technical needs, length, and content? What audiences would it tour well to? What challenges would the script present? What educational or community engagement opportunities could be tapped into? Who might be a community partner for the production? Would you prefer to tour this show or perform it in a theatre – and why? This should be submitted as a formal paper including MLA formatting and works cited. Submit via WebCourses.

Reflections: At the midway point in the production process and again at the end, write a 3-5 page (size twelve, double-spaced, one-inch margins, Times New Roman) reflection about the process, focusing on topics such as collaboration, creation, communication, partnership, outreach, curriculum development, logistics of touring, personal struggles and successes, etc. Examine how your experience in this class relates to your past experiences with creating theatre, and how it may be shaping or defining your future goals.

Final Deliverables Digital Copy: Provide digital copies of all documents that might be useful to future students who hold your position. Please include an introductory letter explaining what these documents are and how to navigate them. Take consideration for what documents will translate best as PDFs versus what might need to be editable to future students. To submit, email a compressed folder or Google Drive folder to Elizabeth.Horn@ucf.edu.